



NEWFOUNDLAND AND LABRADOR PHARMACY BOARD

Policy

Accreditation of Continuing Professional Development Programs

Approved March 6, 2010

Introduction

While the Canadian Council on Continuing Education in Pharmacy (CCCEP) is the national accrediting body for continuing pharmacy education (continuing professional development or *CPD*) programs in Canada, there are still times where developers of CPD programs intended for Newfoundland and Labrador pharmacy audiences request accreditation through the Newfoundland and Labrador Pharmacy Board.

While the Board has informally followed the CCCEP Accreditation Criteria in the past, it now feels, due to the increased volume of requests, that it is necessary to formalize the accreditation process in this policy.

General

The NLPB accreditation process follows several fundamental principles:

1. **Only programs developed for Newfoundland and Labrador pharmacy audiences will be accredited.** Developers of programs advertised or provided to pharmacists outside of Newfoundland and Labrador should contact CCCEP (www.cccep.ca) for accreditation.
2. **Retrospective accreditation will not be granted.** Applicants should ensure the complete Application for Accreditation is received at the NLPB office at least ONE (1) week prior to the proposed program date.
3. **All Applications are to be accompanied by the Accreditation Review Fee** (see *NLPB Schedule of Fees*). However, payment of this fee does not guarantee accreditation and the fee is non-refundable.
4. **Program accreditation is preferentially given to those programs that are pertinent to pharmacy practice,** as described in this policy.
5. **Programs are usually accredited for a two year period.** Exceptions to this may apply to some programs that communicate particularly time-sensitive material.

Program Content and Materials

1. Topics and content pertinent to contemporary pharmacy practice include but are not limited to:
 - a) the properties and actions of drugs and dosage forms
 - b) the etiology, characteristics, therapeutics, and prevention of disease states
 - c) the pharmaceutical monitoring and management of patient therapy
 - d) information unique to specialized types of pharmacy practice
 - e) the social, ethical, behavioural, legal, pharmacoeconomic, administrative, and managerial aspects of pharmacy practice and health care

2. In those instances where the topics or content are not exclusively specific to pharmacy (e.g. personnel management, computer applications, communications, motivation), the provider must take appropriate steps to assure that the core content is related to contemporary pharmacy practice. This may be addressed in such educational components as:
 - a) the definition of specific learning objectives,
 - b) selection of authors/speakers and the provision of guidance to them, or
 - c) development and/or modification of supplemental instructional materials.
3. Generic names must be used in all instructional material and speaker visuals as well as verbally by the speaker, unless there is no practical way to identify products with multiple ingredients. When use of a proprietary name is required, all pertinent proprietary names must be used.
4. All programs must include learning objectives that specify the learning outcomes participants can expect to achieve as a result of the program.
 - a) Program providers, authors, and/or speakers should collaborate to identify the learning objectives prior to development of the program content.
 - b) Learning objectives should be stated as a measurable action or behaviour.
 - c) Learning objectives must be published in program promotional material as well as at the beginning of printed instructional materials and speaker visuals.
 - d) Learner assessment and program evaluation should be related to the learning objectives specified for the program.
5. All programs should include instructional materials that are appropriate for the delivery method (e.g. handouts, outlines, background materials, selected bibliographies, and audiovisual aids).
 - a) All instructional materials must be of satisfactory quality, current in content, and designed to enhance the participants' understanding of the topic.
 - b) For Live Programs, appropriate handout material to assist learning should be available to participants and must include a reference list if a copy of referenced slides is not provided.
6. A full reference list must be provided in all instructional materials.
 - a) References must be current and relevant.
 - b) Providers are responsible for verifying sources.
 - c) For Live Programs, references must be included in the speaker audiovisuals, and in any participant handouts.
 - d) References must be numbered consecutively as they appear in the program materials.
 - e) Unpublished observations or personal communications should not be cited.
 - f) Web sites may be cited as references providing the complete URL and date accessed are provided.

Authors/Speakers

1. The author/speaker must offer an unbiased, factual, evidence-based program. Any personal opinion/experience must be identified as such to the audience.
2. The author/speaker must sign and submit both the *Disclosure of Conflict of Interest* and *Speaker Acknowledgement* forms that are part of the *Application for Accreditation*.
3. The author/speaker for each program should be competent in the subject matter and qualified by experience and/or training in the methods of the program delivery.
4. Providers are strongly encouraged to have pharmacy practitioners as authors and speakers of their programs to ensure that the material is pertinent to pharmacy practice.

5. It is recognized that there may be significant educational value for pharmacy practitioners to share ideas and information with professionals from other academic disciplines. Therefore, authors and speakers who are competent and qualified in other disciplines (e.g., medicine, nursing, management, psychology) may author/present programs; however, material must meet the unique education needs of pharmacy practitioners.

Verification of Participation

1. At the completion of all programs the provider must provide each participant with the "Record of Participation" and "Learning Portfolio Record Sheet" issued by the NLPB.
2. The provider must assure that Records of Participation are provided only to bona fide participants of the program.
3. Upon request, a provider must be able to confirm eligibility of any individual participant to have a Records of Participation (for example, by referring to the registration list).

Program Evaluation

1. The provider must develop and implement a form of program evaluation (A sample Program Evaluation form is included as an Appendix to the *Application for Accreditation*).
2. All participants must be given the opportunity to evaluate the quality of the program. The provider may, at his/her discretion, require the program participant to complete and submit the program evaluation form to be eligible for CEU credit.
3. Key components of program quality to be monitored and evaluated should include but are not limited to:
 - a) relevance of the content and learning experience to practice
 - b) speaker's knowledge of subject matter
 - c) suitability of instructional materials
 - d) achievement of the learning objectives
 - e) speaker's declaration of conflict of interest
 - f) actual or perceived content/speaker bias
 - g) speaker responsiveness to participant questions
 - h) overall program satisfaction